

1971

# Virginia Commonwealth University School of Social Work Bulletin

Virginia Commonwealth University

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**VIRGINIA  
COMMONWEALTH  
UNIVERSITY**

**SCHOOL OF  
SOCIAL WORK**

Richmond, Va. 1971-72

**BULLETIN**



Cover designed from a painting by Virginia Peebles.

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**Virginia Commonwealth University  
Academic Center**

**Richmond, Virginia 23220**

**SCHOOL OF SOCIAL WORK CATALOG**

**Telephone 703 770-6651**

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CALENDAR 1971-1972

1971

SEPTEMBER

			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

OCTOBER

					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

NOVEMBER

			1	2	3	4	5	6
7	8	9	10	11	12	13		
14	15	16	17	18	19	20		
21	22	23	24	25	26	27		
28	29	30						

DECEMBER

				1	2	3	4
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30	31		

1972

JANUARY

						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY

			1	2	3	4	5
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29					

- September 8, 9, 10.....Orientation and Registration
- September 13 at 8:00 a.m.....Classes Begin, First Semester
- September 16 at 9:00 a.m.....Community Study Begins for  
First Year Full-Time Students
- September 23 at 9:00 a.m.....Field Instruction begins for  
Second Year Full-Time Students
- October 22 at 5:00 p.m.....Community Study Ends for First  
Year Full-Time Students
- October 28 at 9:00 p.m.....Field Instruction Begins for  
First Year Full-Time Students
- November 24 at 1:00 p.m.....Thanksgiving Recess Begins
- November 29 at 8:00 a.m.....Resumption of Classes
- December 2 at agency hours.....Resumption of Field Instruction  
for Full-time Students
- December 17 at end of agency day.....Christmas Recess Begins
- January 3 at 8:00 a.m.....Resumption of Classes
- January 6 at agency hours.....Resumption of Field Instruction  
for Full-Time Students
- January 12 at 6:00 p.m.....Classes End, First Semester
- January 28 at end of agency day—Field Instruction Ends for Full-  
Time Students, First Semester
- January 31 at 8:00 a.m.....Classes Begin, Second Semester
- February 1 at agency hours.....Block Field Instruction Begins  
for First Year Work-Study Students
- February 2 at agency hours.....Field Instruction Begins for  
Full-Time Students Second Semester

March 24 at end of agency day.....Spring Recess Begins

### MARCH

				1	2	3	4
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30	31		

April 3 at 8:00 a.m.....Resumption of Classes

### APRIL

							1
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30							

April 4 at agency hours.....Resumption of Field Instruction  
for First Year Work-Study Students

April 5 at agency hours.....Resumption of Field Instruction  
for Full-Time Students

### MAY

	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30	31				

May 19 at 6:00 p.m.....Classes End, Second Semester

May 26 at end of agency day.....Field Instruction Ends for Full-  
Time Students Second Semester

### JUNE

				1	2	3	
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28	29	30		

June 4\*.....Commencement

June 30 at end of agency day.....Block Field Instruction Ends for  
First Year Work-Study Students

NOTE: Variations of time and day of field assignment may occur,  
depending on field agency.

Students may be required to attend special meetings, lec-  
tures, institutes, or convocations at times to be announced  
during the academic year.

\*Tentative date.



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Member of Richmond City Council  
Richmond

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Executive Director  
Child & Family Service, Inc.  
Norfolk

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Norfolk

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Hollins College  
Hollins College, Virginia

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Human Resources Program  
Washington Center for  
Metropolitan Studies  
Washington, D.C.

Miss Mary C. Strecker  
Regional Medical Work  
Social Consultant  
Charlottesville

Dr. James W. Tyler  
Assistant Superintendent  
Richmond Public Schools  
Richmond

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Portsmouth

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Children's Agencies and  
Institutions  
Bureau of Direct State Services  
Department of Welfare and  
Institutions  
Richmond

Mr. McDonald Franklin  
Assistant Professor  
School of Social Work  
Virginia Commonwealth University  
Richmond

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Richmond  
Mr. H. Click Smith  
Richmond

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Richard Lodge.....	Dean
Elaine Rothenberg.....	Associate Dean
Edward Carpenter.....	Assistant Dean

## FACULTY 1970-71

BARBER, ALICE L.....	Associate Professor
B.A., Southeastern Louisiana College; M.S.W.,	Tulane University
CARPENTER, EDWARD.....	Associate Professor
B.A., San Francisco State College; M.S.W., D.S.W.,	and Assistant Dean, University of California
CLEARFIELD, SIDNEY.....	Assistant Professor
B.A., Temple University; M.S.W., University of Pennsylvania	Professor
DAHLKE, H. OTTO.....	Professor
B.A., M.A. University of Illinois; Ph.D., University of Wisconsin	
3rd Year Certificate, University of Pennsylvania	

DELL, WILLIE J.....Assistant Professor  
B.A., St. Augustine's College; M.S.S.W., Richmond Professional  
Institute

FOLEY, MARGARET D.....Assistant Professor  
B.A., Mary Washington College; M.S.S.W., Richmond Professional  
Institute

FOSTER, MARION G.....Assistant Professor  
B.A., University of Minnesota; M.S.W., Howard University; D.S.W.,  
Catholic University of America

FRANKLIN, McDONALD.....Assistant Professor  
B.S., St. Paul's College; M.S.S.W., Richmond Professional Institute

GOLD, HILDA.....Assistant Professor  
B.A., Douglass College; Diploma, New York School of Social Work

HARRIS, GRACE E.....Assistant Professor  
B.S., Hampton Institute; M.S.S.W., Richmond Professional Institute

ITZKOVITZ, CHARLES.....Assistant Professor  
B.A., Brandeis University; M.S.W., Rutgers University

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and Assistant Director Institutes and Workshops  
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A.B., Oberlin College; M.S.S.A., Western Reserve University

JONES, VIROUS W.....Assistant Professor  
B.A., Virginia State College; M.S.W., Atlanta University

KALIF, GEORGE T.....Professor  
and Director Institutes and Workshops  
B.A., M.A., M.S.W., Tulane University; Ph.D., Harvard University

KEENAN, THOMAS L.....Assistant Professor  
A.B., University of Michigan; M.S.W., University of Michigan

LANE, LIONEL CHARLES.....Professor  
B.A., Long Island University; M.S. in Education, College of the  
City of New York; M.S.S.W., Columbia University; D.S.W., Uni-  
versity of Pennsylvania

LODGE, RICHARD.....Professor and Dean  
B.A., Carnegie Institute of Technology; M.S.W., University of  
Pittsburgh; D.S.W., University of Pennsylvania

MONTAGUE, ANNE M.....Assistant Professor  
A.B., Meredith College; M.S.S.W., Richmond Professional Institute

OSTROW, ELLEN K.....Assistant Professor  
B.S., University of Pittsburgh; M.S.S., Smith College

PEARMAN, WILLIAM A.....Associate Professor  
B.A., LaSalle College; M.A., Fordham University; Ph.D. University  
of Pittsburgh

ROTHENBERG, ELAINE.....Professor and Associate Dean  
A.B., Queens College; M.S.S., Smith College

RUSSELL, DOJELO C.....Assistant Professor  
B.A., University of Arkansas; M.S.W., Tulane University

SCHREIBER, MARY.....Associate Professor  
B.A., University of Illinois; M.S.W., Washington University; 3rd  
Year Certificate, University of Chicago



SCHRIEBERG, CHARLOTTE.....Assistant Professor  
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SCHUBERT, MARGARET.....Professor  
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SCOTCH, C. BERNARD.....Associate Professor  
 B.A., Boston University; M.S.W., University of Pittsburgh; Ph.D., Brandeis University

SEGAL, FLORENCE Z.....Assistant Professor  
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TROPP, EMANUEL.....Professor  
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WALKER, RUBY C.....Assistant Professor  
 B.S., Virginia Union University; M.S.S.W., Richmond Professional Institute

YOUNG, ROBERT E.....Assistant Professor  
 B.A., Pennsylvania State University; M.S.S., Bryn Mawr College; 3rd Year Certificate, University of Pennsylvania

(Unless otherwise indicated, agencies are located in Richmond, Va.)

**FIELD  
 INSTRUCTORS  
 1970-71**

**Mrs. Charlotte Schriberg, Director of Field Instruction**  
**Mrs. Hilda Gold, Assistant Director of Field Instruction**

Mr. Julian Adkins, Veterans Administration Regional Office  
 Mr. Glenn Allison, National Association of Social Workers, Washington, D.C.  
 Mrs. Alice Barber, Powhatan Public Schools, Powhatan, Virginia  
 Mrs. Carrie Barnes, Mental Health Center of Norfolk and Chesapeake, Norfolk, Virginia  
 Mr. James Barr, Social and Rehabilitation Service, Washington, D.C.  
 Mrs. Julia C. Barton, Fairfax Department of Social Services, Fairfax, Virginia  
 Mrs. Beverly Butler, Comprehensive Care for Children and Youth, Charlottesville, Virginia  
 Miss Corinne Carr, Comprehensive Care for Children and Youth, Charlottesville, Virginia  
 Miss Carolyn Chambers, Memorial Guidance Clinic  
 Miss Gladys Chandler, Lynchburg Training School and Hospital, Lynchburg, Virginia  
 Mr. Saul Cohen, Jewish Community Center  
 Mrs. Shirley Costello, South County Mental Health Center, Springfield, Virginia  
 Mrs. Charlotte Crawford, Richmond Redevelopment and Housing Authority  
 Miss Elizabeth Crowling, Catholic Family and Children's Service, Norfolk, Virginia  
 Mrs. Ruth Dahlke, Children's Home Society of Virginia  
 Mrs. Willie Dell, Richmond Community Action Program  
 Mrs. Kate Dervin, Fredericksburg Area Mental Hygiene Clinic, Fredericksburg, Virginia  
 Mrs. Audrey Driver, Fairfax-Falls Church Mental Health Center, Falls Church, Virginia

Mrs. Margaret Fitcher, Richmond Social Service Bureau  
 Mr. Charles Fleming, Richmond Area Community Council  
 Mr. McDonald Franklin, Federal Reformatory, Petersburg, Virginia  
 Mrs. Delores Friend, Virginia Commonwealth University-Health  
 Science Division, Department of Social Work  
 Father Virgil Funk, Center House  
 Mrs. Hilda Gold, Virginia Commonwealth University-Academic Divi-  
 sion, Counseling Center  
 Dr. Margaret Graham, Social and Rehabilitation Service, Washing-  
 ton, D.C.  
 Miss Betty Haack, Southside Area Mental Hygiene Clinic, Peters-  
 burg, Virginia  
 Mr. Charles Hanchett, Prince William County Community Mental  
 Health Clinic, Manassas, Virginia  
 Miss Verna Hankley, Lor-Berg Family Guidance Clinic  
 Mrs. Ann Harvey, Virginia Division of State Planning and Com-  
 munity Affairs  
 Mr. Frank Hedges, Rockingham County Mental Health Center,  
 Wentworth, North Carolina  
 Mr. Carl G. Heit, Jewish Community Center of Greater Washington,  
 Rockville, Maryland  
 Mrs. George Hendrickson, Southeastern Tidewater Opportunity Pro-  
 ject, Norfolk, Virginia  
 Mr. Gary Henman, Beaumont School for Boys, Beaumont, Virginia  
 Mr. Galen Hill, Mental Health Center of Norfolk and Chesapeake,  
 Norfolk, Virginia  
 Mrs. Kitty Hill, Child and Family Service, Inc., Norfolk, Virginia  
 Mrs. Sylvia Hoff, St. Elizabeth's Hospital, Washington, D.C.  
 Mr. Charles Howell, Model Neighborhoods  
 Mr. Clayton Hudson, Tidewater Mental Health Clinic, Williamsburg,  
 Virginia  
 Miss Ann Hunt, Virginia Commonwealth University-Health Science  
 Division, Department of Psychiatry  
 Mr. Charles Itzkovitz, Janie Porter Barrett School for Girls, Hanover,  
 Virginia  
 Mr. Lyle Jones, Federal Reformatory, Petersburg, Virginia  
 Mrs. Mattie Jones, Consultation and Evaluation Clinic  
 Mrs. Virous Jones, Bureau of Alcohol Studies and Rehabilitation  
 Mr. Thomas Keenan, Virginia Department of Welfare and Institu-  
 tions  
 Mrs. Margaret Keller, Augusta-Staunton Health Department, Staun-  
 ton Virginia  
 Mr. Randolph Kendall, Richmond Urban League  
 Mrs. Miriam Keto, Peninsula Mental Health Center, Newport News,  
 Virginia  
 Mr. George Kolmer, Veterans Administration Hospital, Salem, Vir-  
 ginia  
 Mrs. Mary Jo Krueger, Richmond Public Schools  
 Mr. Harold Kuperberg, Jewish Community Center of Greater Wash-  
 ington, Rockville, Maryland  
 Mrs. Anne Lane, Jewish Family Services  
 Mr. William Leaman, Lor-Berg Family Guidance Clinic

Mrs. Marjorie Lederer, Northern Virginia Mental Health Institute,  
 Falls Church, Virginia  
 Mrs. Eve Lodge, Richmond Department of Public Health  
 Miss Phyllis McGhee, Veterans Administration Hospital-McGuire  
 Mrs. Margareta Miller, Tidewater Mental Health Clinic, Williams-  
 burg, Virginia  
 Miss Alice Milton, Richmond Public Schools  
 Mrs. Rhoda Mintzer, Family and Children's Service  
 Mrs. Dorothy Moreau, Veterans Administration Center, Hampton,  
 Virginia  
 Mrs. Catherine Nelson, Veterans Administration Center, Hampton,  
 Virginia  
 Mr. Leo Newpol, United Givers Fund  
 Mr. Paul Ohmsen, Veterans Administration Hospital, Salem, Virginia  
 Mrs. Barbara Palmer, Eastern State Hospital, Williamsburg, Virginia  
 Mrs. Clara Parham, Virginia Treatment Center for Children  
 Dr. Richard Perkins, TRUST, Inc.  
 Mrs. Georgia Pinnick, Fairfax Department of Social Service, Fairfax,  
 Virginia  
 Mr. Sam Pope, Virginia Department of Welfare and Institutions  
 Mr. Norman Prince, Norfolk Jewish Community Center, Norfolk,  
 Virginia  
 Mrs. Mary L. Pruitt, Virginia Beach Department of Social Services,  
 Virginia Beach, Virginia  
 Mrs. Myrtle Ragland, Richmond Department of Public Health  
 Mrs. Frances Raphael, Family and Children's Service  
 Miss Betty Reames, Child Development Study  
 Mrs. Esther Reilly, Jewish Family Services  
 Mr. Jack Rennie, National Children's Rehabilitation Center, Lees-  
 burg, Virginia  
 Mr. Ira Robbins, Beth Sholom Home of Virginia  
 Mr. Frank Roberts, Fairfax House, Annandale, Virginia  
 Mrs. Alethia Robinson, Norfolk Social Service Bureau, Norfolk, Vir-  
 ginia  
 Mr. William Russell, Peninsula Family Services-Traveler's Aid, New-  
 port News, Virginia  
 Mr. James Ryan, Friend's Association for Children  
 Mr. Dan Sandlin, Virginia Treatment Center for Children  
 Mrs. Alice Schmidt, St. Elizabeth's Hospital, Washington, D.C.  
 Mrs. Joan Sheldon, Consultation and Evaluation Clinic  
 Mr. Robert Sinsheimer, Jewish Family Services  
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 ton, Virginia  
 Rev. Irving Stubbs, TRUST, Inc.  
 Mrs. Ann Studner, Northern Virginia Mental Health Institute, Falls  
 Church, Virginia  
 Mr. Fred Thomas, Richmond Redevelopment and Housing Authority  
 Mrs. Janice Thomas, Reception and Diagnostic Center, Bon Air, Vir-  
 ginia  
 Mr. Theodore Thornton, Human Relations Commission  
 Mrs. Mary Tyner, Family and Children's Service  
 Mr. Michael Tyner, Big Brothers of Richmond, Inc.  
 Mrs. Sally Wainwright, Family and Children's Service

Mrs. Ruby Walker, Hanover School for Boys, Hanover, Virginia  
 Mrs. Clarence Wall, Central State Hospital, Petersburg, Virginia  
 Mrs. Nancy B. Werner, Northern Virginia Family Service, Falls Church, Virginia  
 Miss Francetta Wright, Mobile Psychiatric Clinic, Bon Air, Virginia

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Mr. Douglas B. Johnstone.....Treasurer



## **TOWARD A CAREER IN SOCIAL WORK**

### **GENERAL INFORMATION**

Social work offers an opportunity for a personally rewarding professional career to those who care deeply about the well-being of their fellow men. Social workers give direct services to individuals, families, groups, and communities. Opportunities also exist in the supervision and administration of social welfare programs, in research programs, and in the development and planning of welfare services and programs. Qualified social workers are in demand in every area of professional practice.

Social work is usually practiced in social welfare agencies and in social work departments of host settings. Social workers are needed to work with mentally ill, emotionally disturbed, delinquent, mentally retarded, physically ill, handicapped, and economically and socially deprived children and adults. They are sought for service in schools, courts, hospitals, and clinics that seek to detect and prevent delinquency and child neglect.

Community centers, psychiatric and general hospitals, and service centers for the aged also eagerly seek qualified social workers and offer varied career opportunities. Equally challenging opportunities exist in public and private agencies that deal with problems of housing and urban renewal, public health, community mental health, social welfare planning and fund-raising, race relations, and the many other concerns that become especially acute both in the changing neighborhoods of large cities and depressed rural and industrial areas. Social work practice is designed to enrich the quality of life by enabling individuals, groups, and communities to achieve their greatest potential development.

The demand for social workers with professional education is far greater than the supply of such workers. For many years to come, the field will undoubtedly continue to expand. Social work offers financial rewards comparable with those of other professions with similar qualifications.

## HISTORY AND LOCATION

The School of Social Work was established in 1917 as the Richmond School of Social Work and Public Health, the first unit of Richmond Professional Institute. With the creation of Virginia Commonwealth University in 1968 the school became a unit of the Academic Division of the University. It is the oldest school of its kind in the South and is the only school of social work in Virginia. It was a charter member of the American Association of Schools of Social Work and became a constituent charter member of the Council on Social Work Education when it superseded the Association in July 1952. It is accredited by the Council on Social Work Education.

The city of Richmond provides a unique setting for both social work education and for personal enjoyment. It offers a quiet, historic environment which combines the conveniences of city living in housing, child care, etc., without the more severe problems of noise, pollution, and traffic jams. The area surrounding the school is both historic and artistic, combining restored townhouses, small shops, and apartments.

The population of the Richmond area is approximately 400,000. As a community, Richmond is in a period of exciting industrial and social growth. It is only two hours from Washington, D.C., by turnpike, and many students are able to have field placements with either federal agencies or with national organizations. Students have also taken advantage of the school's location by lobbying and by interviewing government officials for school assignments.

As the capital of Virginia, an abundance of educational opportunities are available in Richmond. The community is large enough for significant professional development and small enough to grasp and understand the interplay of community forces that affect the development and provision of social services. The existence of a large number of social agencies in the area permits students to participate in the delivery of a wide range of social services.

Recreational settings vary from skiing in the nearby mountains (buses leave from Richmond) to swimming at Virginia Beach. Colonial Williamsburg is 50 miles away, and in the opposite direction the Skyline Drive and Blue Ridge Parkway camping areas are open from May to October. Others prefer camping on the Appalachian Trail in sleeping bags or in the free shelters along the trail.

The school is located at 326 North Harrison Street. The University does not have housing for graduate students. Rooms and apartments are available nearby and throughout the city.

Application forms may be secured from the Director of Admissions, School of Social Work, Virginia Commonwealth University, Academic Center, Richmond, Virginia 23220 (Telephone 703 770-6651). Students are admitted only in the fall semester of the academic year. It is to the advantage of applicants to apply as early as possible during the academic year preceding anticipated enrollment.

## ADMISSION

The Board of Visitors, the administration, and the faculty of Virginia Commonwealth University are committed to a policy of equal opportunity without regard to race, creed, or national origin.

Each applicant for admission must hold a bachelor's degree from a college or university approved by the appropriate regional accrediting body. Neither the content nor the major subject of the undergraduate program is rigidly prescribed. It is desirable, however, for an applicant to have studied some of the following subjects: history, political science, economics, cultural anthropology, sociology, biology, psychology, and English.

**The school has particular interest in the recruitment and admission of minority group students. Special recruitment efforts have been developed toward this end.**

The minimum academic requirements for eligibility for consideration for admission is the attainment of a 2.7 (B-) grade point average on a 4.0 scale for the last 60 hours of academic work. Exceptions may be made to the foregoing for practitioners who received the baccalaureate degree at least five years previously and who attained a 2.5 grade point average or for students with unusual qualifications.

Within the policies established by the Academic Division of Virginia Commonwealth University, determination of eligibility for admission is made by the school admissions committee which considers scholarship ability, academic background, work experience, if any, and personal qualities that indicate potential to meet the requirements of the social work profession.

Applicants are expected to be planning the completion of all requirements for the full degree program; an exception is made for a selected number of students enrolled in the cooperative program with the Presbyterian School of Christian Education.

Acceptance into the second year and to formal candidacy for the degree of Master of Social Work is contingent upon attainment of a 3.0 (B) average in the first year and the recommendation of the faculty. A minimum of one year of full-time study, a minimum grade point average of 3.0 (B) on a 4.0 scale over the entire period of study, and the recommendation of the faculty are required for graduation with a Master of Social Work degree.

The same admission procedures apply to returning or transfer applicants who wish to enter the second-year program. No more than five academic years are permitted to elapse between the completion of the first year and admission into the second year of the program.

It is necessary that international students have sufficient resources available to finance their education.

Each application for admission as a full-time student in the school of social work must be accompanied by \$10.00. This fee is not refundable and is not applicable toward University fees. At the time of notification of admission, the applicant is required to pay a

deposit of \$40.00, signifying intention to enroll and reserving an available field work placement. This fee is applicable toward University fees.

	Virginia Residents	Non-residents of Virginia
A. Full-Time Tuition per Academic Year*....	\$470.00	\$670.00

A Virginia resident is defined as one who has been "domiciled in, and is and has been an actual bona fide resident of Virginia for a period of at least one year prior to the commencement of the term, semester or quarter for which reduced tuition is sought."

	Virginia Residents	Non-residents of Virginia
B. Work-Study Tuition*		
First Fall Semester Tuition.....	\$108.00	\$148.00
First Spring Semester Tuition.....	\$235.00	\$335.00
Second Fall Semester Tuition.....	\$162.00	\$222.00
Second Spring Semester Tuition.....	\$108.00	\$148.00

C. Institutes, Workshops, and Summer Program Tuition  
 Tuition for special offerings vary in amounts. These are described in special brochures available on request from the Director of Institutes and Workshops Continuing Education, Social Work, Virginia Commonwealth University, Academic Center, Richmond, Virginia 23220.

- D. Other Charges
1. Late registration  
 Students who register later than the second of the two days officially scheduled for registration will be charged a late registration fee of \$8.00.
  2. Diploma fee  
 Candidates for the degree of master of social work are charged a diploma fee of \$16.00 payable at the time application for the degree is made.

\*These fees are subject to change at the discretion of the Board of Visitors of Virginia Commonwealth University.

A full-time student withdrawing within a period of five days after the beginning of the semester, upon written request to the Treasurer, is entitled to a refund on all fees except 10 percent of the semester's tuition that is retained by the University.

A student withdrawing at any time after the five-day period, but within 30 days after the beginning of the semester, shall be charged 25 percent of the semester's tuition.

REFUNDS  
AND  
REBATE

A student withdrawing at any time within the 30th and 60th days after the beginning of the semester shall be charged 50 percent of the semester's tuition.

A student withdrawing at any time after 60 days following the beginning of the semester shall be charged the full semester's tuition.

A part-time student withdrawing may only receive a refund in case of illness certified by a physician. Whenever a part-time student is approved for a refund, the refund will be made on the same basis as that applying to full-time students.

## **STUDENT ASSOCIATION**

The Student Association is the organization of the students enrolled in the school, established for the purposes of facilitating communication among students and between the student body and the school. It provides the means through which student concerns and ideas can be formulated and acted upon, and of enabling students to conduct a variety of social and other activities throughout the year.

This organization plays a vital role in the educational process. Student contributions to the governance and curriculum of the school are of value to both the institution and the student. Participation in the decision making process is accomplished through student representation on committees. The faculty and the students work closely together throughout the year to meet the needs of graduate social work education.

Students participate as full members of many committees within the school.

## **SCHOLARSHIPS AND TRAINEESHIPS**

National agencies and organizations such as Family Service Association of America, Child Welfare League, American Red Cross, National Jewish Welfare Board, National Urban League, and others award scholarships and fellowships to qualified applicants who wish to prepare for careers in social work. These awards are listed in the publication "Social Work Fellowships and Scholarships in the United States and Canada," which may be examined at the school's admission office, in most libraries, and in many social agencies. A copy can be secured from the publisher, The Council on Social Work Education, 345 East 46th Street, New York, New York 10017.

Many states, through their departments of public welfare, mental health, corrections, rehabilitation, and others, have programs to assist people in securing professional education. They may be consulted locally.

A number of local social agencies offer financial assistance to social work students. Some are available to students assigned to field instruction, some require employment commitment. The school will give active help to prospective students in locating such assistance and maintains a resource file from which suggestions to students may be made.



The school also administers and awards a number of federal and University scholarships for qualified students. Since scholarship funds available through the School of Social Work are limited, applicants are urged to seek ways to finance their own education; however, no prospective student should refrain from applying because of financial reasons alone.

For further information about scholarships and traineeships, write to Mrs. Charlotte Schrieberg, Chairman, Scholarship Committee, School of Social Work, Virginia Commonwealth University, Academic Center, Richmond, Virginia 23220.

In September 1970 the Academic Library moved to its new quarters, the James Branch Cabell Library at 901 Park Avenue. The book collection now totals 144,474 volumes. The new library contains a study lounge, reading room, study carrels, typing rooms, a periodicals reading room, a room for micro-film reading equipment, a rare book room and the latest in modern facilities. Among the innovations in the new building are the addition of two copying machines on which students may copy material at 5¢ a copy.

Inter-Library Loan service is available for materials not available on the campus.

#### Library Hours:

Monday-Thursday	8:00 a.m. - 10:00 p.m.
Friday	8:00 a.m. - 6:00 p.m.
Saturday	9:00 a.m. - 5:00 p.m.
Sunday	2:00 p.m. - 10:00 p.m.

The school offers a two-year graduate professional curriculum for social work, leading to the degree of Master of Social Work. The program prepares students for practice in many different kinds of agencies; concentrations are available in social work administration, community organization-social planning, social casework, and social group work. Students elect a concentration before beginning the program; under certain circumstances change in a concentration is possible during the first year.

The overall objectives of the program are to enable students to become social workers with ability (1) to meet the needs of clients in a way that fosters maximum social functioning and self-actualization, (2) to participate in promoting the kind of society that fosters such self-realization, and (3) to examine critically social work practice and the provision of social services with dedication to the people and purposes that social workers serve.

## LIBRARY

## EDUCATIONAL PROGRAM

The school is committed to the education of social workers who have a reliable beginning skill in one of the methods of social work practice, with knowledge about other methods. At the same time, the graduate is expected to have knowledge of and commitment to the development of sound social policy.

Social work education at this school is highly individualized and is characterized by a close connection between faculty and student. The faculty helps the student learn the form and method of social work practice as he is encouraged to discover his own unique style of helping.

The combination of classroom courses, community study, and concurrent field work experiences facilitates integration of knowledge, attitudes, and skills necessary for professional practice. The integrated class and field curriculum offers opportunities for students to acquire a substantial knowledge base in (1) methods of social work practice, (2) the patterns of individual, group, and community behavior as they interact with each other and the social milieu, (3) the development, organization, and operation of social welfare programs and policies, and (4) the methods of scientific inquiry in social work. In addition to the basic required program, students have the opportunity to elect courses reflective of their areas of interest and career goals. A field practicum required during the four semesters of graduate education is delayed for six weeks in the first semester to enable students to participate in a community study course which provides an orientation to the client population and serves to enhance informed, humanistic perceptions of the client group.

## **ADMINISTRATION CONCENTRATION**

The administration concentration is focused upon the preparation of students for the assumption of responsibilities as social service agency administrators or sub-administrators in either the public or private field.

The philosophy underlying the administration concentration is related to the need to bring together the organizational and humanistic elements of the social work profession in terms of the total social service agency system. The specific focus is on the social work administrator as the professional leader of professionals and paraprofessionals in an organizational framework that combines a unique set of values with a position of great sensitivity and accountability to the community.

The development of student knowledge, attitude, and skills in this concentration is accomplished by approaching the subject matter in terms of the theory of organization and administration with an immediate and continuing application of the theory to practice on the basis of the field work placement. The general direction of the concentration is one of increasing specificity over the two year program. The emphasis is on the organizational problems that confront administrators in relation to professional mandates and business principles involved in meeting the overall social work professional imperative, i.e., the efficient use of social service organization.

tion and personnel in the resolution of social problems at the individual or community level.

Community work as a method in social work deals with two kinds of activities by the practitioner. One activity (interactional) emphasizes helping groups of citizens to organize their resources in order to secure for themselves and the community at large programs and services that are needed for self fulfillment and community enrichment. Interactional activity emphasizes the community organization aspect of community work.

The second kind of activity (analytical) emphasizes problem-solving skill in the sense of creating, initiating, and maintaining community institutions and services that can effectively provide for the social environmental needs of the public being served. Analytical activity emphasizes the social planning aspect of community work.

Community organization-social planning is currently practiced by social workers in a great variety of settings, from community development and social action in the urban ghetto to social planning (public and private) by various community decision organizations at the community, state, and national levels. The community organization-social planning sequence focuses on comprehensive training for a variety of career possibilities.

The community organization-social planning sequence includes the study of the various organizations that make up the social welfare system, methods of organizing people to achieve community objectives, conflict and consensus strategies, the distribution of power in the community, social planning processes, and the varying roles of the community worker.

Casework is a method of social work practice which can be used in enabling the client to enhance responsible social functioning and move toward maximum self-actualization. Casework contributes to individual and family development, prevention of social impairment, restoration of effective social functioning, and realization of potential for responsible and satisfying social living.

In the casework concentration, the curriculum centers on the knowledge, attitudes, and skills necessary to help individuals and families. These include methods of clarification of the client's problems and the agency's services, creation and use of a purposeful relationship, mutual assessment of the client in his situation, mutual goal setting, and other methods of helping that contribute to the client's ability to achieve his own and society's purposes.

Social group work is a method of social work practice that aims to help people to help each other in the enhancement of their social functioning and achievement of self-actualization through the use of group experience and to help groups to function effectively and responsibly in the fulfillment of these purposes. The group work method is used today in the entire range of social welfare services, including those that help restore effective social functioning, prevent social impairment; and develop optimum individual potential in social relations.

## **COMMUNITY ORGANIZATION- SOCIAL PLANNING CONCENTRATION**

## **SOCIAL CASEWORK CONCENTRATION**

## **SOCIAL GROUP WORK CONCENTRATION**

In the social group work concentration, the curriculum covers the study of the various aspects of group life, including the purposes, forms, and content of group experiences; the meanings of those experiences for the group as a whole and for the individual members; and the group worker's conscious use of self in facilitating the process of group and individual development.

## WORK-STUDY PROGRAM

A work-study program, a three-year program with the same criteria for admission as the full-time program, is available for employed social workers who cannot spend two years as full-time students. This program permits the student to earn the credits for his first year of professional education over a two-year time period. During these two years, he will attend classes one day a week and can continue working in his agency the other four days, except for one period during the first year in the spring semester, (February through June) when he will be in block field instruction.

This field instruction may take place within the student's agency of employment if the school determines that appropriate education controls are present. Credits for the second year of professional education must be earned in full-time study with a concurrent field placement in a different agency. Further information about this program may be obtained from the Director of Admissions, School of Social Work, Virginia Commonwealth University, Academic Center, Richmond, Virginia 23220.

MASTER OF SOCIAL WORK DEGREE PROGRAM

	First Semester Credits	Second Semester Credits
A. Full-Time Program 1971-72		
1. Outline of first year:		
Community Organization I (SW621) or Social Casework I (SW601) or Social Group Work I (SW611) or Administration I (SW631)*.....	2	
Organizational Basis of Social Welfare Policies & Services (SW661).....	2	
Human Behavior & the Social Environ- ment I (SW651).....	2	
Research I (SW641).....	2	
Generic Base & Use of Social Work Methods (SW696).....	2	
Community Study (SW676)-Six weeks- two full days a week.....	2	
Field Instruction I (SW671)-Ten Weeks- 2 full days a week.....	4	
Community Organization II (SW662) or Social Case Work II (SW602) or Social Group Work II (SW612) or Admini- stration II (SW632).....		2
Human Behavior & the Social Environment II (SW652).....		2
Social Welfare Policies & Services II (SW662) .....		2
Method Course (SW601 or SW611 or SW621 or SW631)*.....		2
Field Instruction II (SW672) Sixteen weeks-three days a week.....		6

Total 30

\* SW631 Must be elected in either the first or second year

	First Semester Credits	Second Semester Credits
2. Outline of second year (1971-72)		
Community Organization III (SW663) or Social Casework III (SW603) or Social Group Work III (SW613) or Administra- tion (SW631) .....	2	
Human Behavior and the Social En- vironment III (SW653).....	2	
Current Problems and Policy Formation (SW663) .....	2	
Social Work Research Seminar I (SW642)	1	
Research Project (SW703).....	5	
Field Instruction III (SW673).....	4	
Community Organization IV (SW664) or Social Casework IV (Advanced Casework: Helping Techniques and Skills (SW604) or Casework with Inner City Clients (SW605) or Casework in Medical Settings (SW606) or Advanced Casework Plan- ning and Intervention (SW607) or Social Group Work IV (SW614) or Analysis of Social Welfare Organizations and In- stitutions (SW632).....		2
Social Welfare Policies and Services III (Social Welfare Issues in Poverty (SW665) or Policies and Social Work in Intergroup Relations (SW666) or Current Issues in Child Welfare (SW667) or Political Pro- cess and Social Welfare (SW668).....		2
Human Behavior and the Social Environ- ment IV (The Black Experience (SW655) or Emotional Disorders and Social De- viance (SW656) or Physical Illness and Handicaps (SW657) or Alcoholism and Drug Addiction (SW658).....		2
Theory of Organization and Institutions in Social Welfare (SW631).....		2
ELECTIVES (Student elects one) Authen- ticity Training (SW696) or Methods of Social Action (SW625) or Social Agency Administration (SW633) or Social Work Practice in Corrections (SW683) or Social Work Practice with Groups (SW615) or Social Work in Psychiatric Settings (SW682) or Supervision and Staff Deve- lopment (SW636) or Administration: Continuity and Change (SW634).....		2
Field Instruction IV (SW674).....		6
Total		32

## II Second Year 1972-73\*

	First Semester Credits	Second Semester Credits
Community Organization III (SW663) or Social Casework III (SW603) or Social Group Work III (SW613) or Social Agency Administration (SW633) .....	2	
Human Behavior and the Social Environ- ment (SW655 or SW656 or SW657 or SW658) .....	2	
Social Welfare Policies and Services (SW665 or SW666 or SW667 or SW668) .....	2	
Research Practicum (SW703) .....	5	
Field Instruction III (SW673)-Sixteen weeks-two days a week.....	5	
THREE ELECTIVES (Chosen from all pre- viously listed courses*** and).....		6
Independent Study (SW691) or SW692) or SW693) or SW694) or Administra- tion: Continuity and Change in Social Service Organization (SW634) or Au- thenticity Training (SW695).....		
Method (SW601 or SW611 or SW621** or SW631).....		2
Field Instruction IV (SW674)-Sixteen weeks-three days a week.....		6

Total 30

\*For students entering in September 1971, this revised second year program will be offered.

\*\*SW631 must be elected in either the first or second year

\*\*\*Students may elect courses in other schools in the University.

### B. Work-Study Program

#### 1. Outline of first year:

##### First Fall Semester:

Primary Method.....

Human Behavior and the Social Environ-  
ment .....

Research (May be taken either first fall  
semester or second fall semester.).....

##### First Spring Semester:

Primary Method.....

Human Behavior and Social Environment .....

Block Field Instruction.....

##### Second Fall Semester:

Generic Base of Social Work Methods..

Social Welfare Policy and Services.....

##### Second Spring Semester:

Social Welfare Policy and Services.....

Secondary Method.....

First Semester Credits	Second Semester Credits
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2

2

2

2

2

12

2

2

2

2

Total 30



## **COURSES IN SOCIAL WORK\***

- 601. Social Casework I.** Two credits. Dell, Montague, Ostrow, Rothenberg, Walker, Young.

Introduction to use of social casework method; use of interviewing; establishing and using the helping relationship; the nature of process in casework practice; methods of problem solving; the meaning of offering and using social casework help in the context of a reality focused and humanistic psychology; referrals, transfers, and termination. 1 hour lecture, 1 hour discussion.

- 602. Social Casework II.** Two credits. Montague, Ostrow, Rothenberg.

Prerequisite: 601 or permission of instructor. Social casework as a method of helping; differential use of method in various fields of practice; conscious use of self; methods of partialization; methods of clarification of problems; mutual assessment of client in his situation; mutual goal setting. 1 hour lecture, 1 hour discussion.

- 603. Social Casework III.** Two credits. Barber, Foley, Franklin, Rothenberg, Schreiber, Young.

Prerequisite: 601, 602, or permission of instructor. Practice implications of various casework approaches; methods of family casework; crisis intervention; diagnostic theory; functional theory; problem solving theory; behavior modification theory; existential theory. Advantages and disadvantages of various theoretical models. 1 hour lecture, 1 hour discussion.

- 604. Advanced Casework: Helping Techniques and Skills.** Two credits. Ostrow.

Prerequisite: 601, 602, 603, or permission of instructor. Advanced casework methodology and the use of specialized treatment

\*Courses may not be offered every year and are subject to change.

approaches. Assessment of factors affecting interpersonal relationships and social functioning. Role of the caseworker in collaboration with other disciplines.

**605. Casework with Inner City Clients.** Two credits. Young.

Prerequisite: 601, 602, 603, or permission of instructor. Advanced casework methodology useful for meeting changing needs of inner city clients. Further development of casework knowledge, values, and skills for practice in urban areas. Use of variety of changing resources and innovative approaches.

**606. Casework in Medical Settings.** Two credits. Montague.

Prerequisite: 601, 602, 603, or permission of instructor. Essential elements of casework practice in the health field. Role of the caseworker in the context of multi-discipline practice. Key concepts of health and illness and problems and conditions that center on the psycho-social aspects of health needs. Crucial points of intervention by the caseworker in interaction with patient family, community, and health team. Advanced knowledge of and skill in application of the casework method in medical settings.

**607. Advanced Casework: Planning and Intervention.** Two credits. Schreiber.

Prerequisite: 601, 602, 603, or permission of instructor. Decision-making in case planning and the development of interventive strategies. Examination of advanced methodology for comprehensive service. Differential use of the professional caseworker, volunteer, agency trained personnel, and paraprofessionals. Consideration of problems in communication, motivation, and integration of other helpers in provision of services.

**611. Social Group Work I.** Two credits. Itzkovitz, Tropp.

Introduction to the objectives and principles of social group work practice. Various aspects of group life, including the purposes, forms, and content of group experiences; the meanings of these experiences for the group as a whole and for the individual members; the group worker's conscious use of self in facilitating the process of group and individual development.

**612. Social Group Work II.** Two credits. Itzkovitz, Tropp.

Prerequisite: 611 or permission of instructor. The group's operational patterns and processes; the worker's role in enabling the group to achieve its purposes, including analysis of the processes of group formation, group goal-achieving, group relations, group development, and group termination. A supplementary hour weekly on the uses of various program media for group work objectives. Recorded material from student's field experience used in class.

**613. Social Group Work III.** Two credits. Tropp.

Prerequisite: 612 or permission of instructor. Relation of the individual member to the group as a whole, to other members, and

to the worker; the role of the worker in helping individuals use these relations in ways that meet developmental needs or special problems in social functioning. Additional program media, such as role play, socio-drama, and discussion methods. Recorded material from student's field experience used in class.

**614. Social Group Work IV.** Two credits. Tropp.

Prerequisite: 613 or permission of instructor. The practice of group work in selected settings, such as psychiatric, corrections, public welfare, community action, etc. Relation of group work to other group disciplines such as group psychotherapy and encounter groups. The supervisory process in group work, dealing with both individual and group supervision and the use of the group worker as a consultant.

**615. Social Work Practice with Groups.** Two credits. Staff.

Prerequisite: 611 or permission of instructor. An advanced course for non-group work students to deepen the understanding of various group approaches, with special emphasis on the group counseling method. Use of group methods in a variety of fields of practice. Examination of some current issues in practice.

**621. Community Organization-Social Planning.** Two credits. Harris, Scotch, Segal, Keenan.

Community organization as a social work method. Development of community organization-social planning, the community as social environment, theories of community organization, the community power structure, community organization in the neighborhood, social planning agencies in the social welfare system, community organization in the direct service agency, and strategies for social change.

**622. Community Organization in the Neighborhood.** Two credits. Harris.

Prerequisite: 621 or permission of instructor. Knowledge and skills in community development; the interactional role of the neighborhood worker. Helping people to articulate viable issues and programs for neighborhood action, involvement of local residents in formation and development of neighborhood organizations, organizational strategies for organizational maintenance and goal achievement, development of local leadership, ethnicity, and class.

**623. Social Planning.** Two credits. Scotch.

Prerequisite: 621 or permission of instructor. Social planning by community decision-making organizations (welfare councils, federal, state, and city planning agencies); methods of planning, selection of goals, decision-making, interorganizational strategies, the operations of community councils and funds, planning problems in developing specialized services.

**624. Social Planning—Independent Study.** Two credits. Scotch.

Prerequisite: 621 or permission of instructor. Independent study of a substantive area of social welfare interest. Application of social planning methods, incorporating research and social policy insights, based on individual selection of area of interest.

**625. Methods of Social Action.** Two credits. Staff.

Social action processes currently employed by groups and individuals seeking change. Analysis of elements that influence social action, viz: the kind of organization seeking change—its membership, its organizational goals, and its resources; the kind of issue at stake, e.g. distribution, quality, and availability of social welfare services; the target or goal of change, e.g. welfare service systems, legislative bodies, courts, etc., and the choice of method used to bring about changes, e.g. political influence, public pressure, legal intervention, education.

**631. Introduction to the Theory of Organization and Institutions in Social Welfare.** Two credits. Carpenter, Foley, Scotch.

Basic organization theory related to social welfare administration. This includes: (1) understanding of organization concepts; (2) development of theoretical structure; (3) linking theory to practice in field experience.

**632. Analyses of Social Welfare Organization and Institutions.** Two credits. Carpenter.

Prerequisite: 631 or permission of instructor. Organization process as it protects and perpetuates value system, i.e., institutionalization. This includes (1) review of theory; (2) development of comparisons on basis of differences and similarities, non-profit vs profit oriented organizations; (3) relating knowledge acquired to organization framework of field experience.

**633. Social Agency Administration.** Two credits. Foley.

Social agency administration in a variety of settings. This includes: (1) agency program planning; (2) intra and inter-agency relations; (3) agency relation to general community; (4) process of organizing, staffing, and administering program and personnel in social service delivery systems.

**634. Administration: Continuity and Change in Social Service Organization.** Two credits. Staff.

Organizational conditions, structures, and processes involved in change. This includes: (1) examination and assessment of concepts of change and factors involved; (2) study of change in relation to organization mandates, problems, and constraints; (3) development of criteria for organizational change in relation to social services agencies.

**636. Supervision and Staff Development.** Two credits. Barber, Gold.

Task components and responsibilities in supervision of the social

worker; role of the supervisor; methods of supervision; task components of staff development; models of staff development; knowledge and tools necessary for supervision and staff development.

**641. Concepts and Methods of Social Work Research.** Two credits.  
Foster, Pearman.

Introduction to the research process, problem formulation, design, techniques of data collection, scaling, tabular presentation, analysis of data; implications for social work.

**642. Social Work Research Seminar.** One credit. Carpenter, Foster, Pearman, Schubert.

Prerequisite: 641 or permission of instructor. Research design, data collection, methods of data analysis and presentations as related to 703, Research Practicum, required concurrently with 703.

**651. Human Behavior and the Social Environment I.** Two credits.  
Johnson, Jones, Schreiber.

Major developmental themes from conception to onset of adolescence. Family viewed as system of interacting personalities. Individuation and separation, quest for identity, origins of anxiety and guilt, influence of affective and cognitive development, influence of group experience and social factors. Focus on wholeness and its emergence from interweaving of biological, psychological and social experience. Development of self-awareness. Common defects and disorders explored.

**652. Human Behavior and the Social Environment II.** Two credits.  
Johnson, Jones, Schreiber.

Prerequisite: 651 or permission of instructor. Continuation of study of growth and development. Emergence of life style, achievement of maturity, confrontation with major tasks such as marriage and parenthood, movement through middle age and the experience of aging and death. Focus on realization of human potential. Continued emphasis on growth of self-awareness.

**653 Human Behavior and the Social Environment III.** Two credits.  
Harris, Lane, Segal.

Prerequisite: 652 or permission of instructor. Exploration of major personality systems related to social work practice. Study of such major figures as Freud, Adler, Rank. Evaluation of ego psychology, research from the behavioral sciences, learning theory and behavior modification, humanistic and existential approaches. Emphasis on integration by student of concepts and theoretical propositions into an integrated approach to practice.

**655 The Black Experience.** Two credits. Franklin.

Prerequisite: 651, 652, or permission of instructor. Development of black individuality and life styles in our culture and black community functions in a white-oriented society. Strengths and problems this experience develops in the black person and his community.

**656. Emotional Disorders and Social Deviance.** Two credits. Lane, Segal.

Prerequisite: 651, 652, or permission of instructor. Emergence of dysfunctional behaviors in the individual, in families, and in the community. Contributions social workers can make to the resolution of these difficulties. Research reviewed in relation to disordered behavior.

**657. Physical Illness and Handicaps.** Two credits. J. Jones.

Prerequisite: 651, 652, or permission of instructor. Social factors in the etiology and consequences of physical illness and handicaps. Selected illnesses and disabilities at different life stages. Chronicity and social functioning. Psychosomatic concepts.

**658. Alcoholism and Drug Addiction.** Two credits. V. Jones.

Prerequisite: 651, 652, or permission of instructor. Professional issues in social work practice with clients with addictive problems. Theories of causation, symptomology, personality traits, treatment, and prevention. Crucial points for optimal intervention. Role of the social worker in the treatment team.

**661. Policy and Services in the Structure and Organization of Social Welfare Systems.** Two credits. Dahlke, Foley, Kalif, Young.

Development of a conceptual model for policy and systems analysis, specific policies and services in institutional contexts, relating class and field by written projects, study of policy innovation and change, use of ecological and system principles in the study of problems relevant to social work, to social welfare policy formation, and to service delivery program.

**662. Development of Social Welfare Policies and Institutions.** Two credits. Dahlke, Foley, Kalif, Young.

Prerequisite: 661 or permission of instructor. Analysis of ideologies in historic policy formation and welfare institutions, conditions of social unrest and social protest relative to welfare policies, social change and social welfare institutions, assessment of welfare policies past and present, study of outstanding contributions to social work and to social welfare, contemporary social welfare institutions, projections into the future.

**663. Current Problems and Policy Formation.** Two credits. Dahlke, Foster, Pearman, Schrieberg.

Prerequisite: 662 or permission of instructor. Analysis of contemporary problems in terms of values, public controversies around current issues, legal issues concerning policies, programs, and their implementation, policy formation through law and politics.

**665. Social Welfare Issues in Poverty.** Two credits. Schrieberg.

Prerequisite: 661, 662, or permission of instructor. Methodologies

for measuring poverty. Critical analysis of current conceptualizations of poverty. Criteria for assessing poverty programs. Review and evaluation of legislation and current proposals dealing with poverty.

**666. Policies and Social Work in Intergroup Relations.** Dahlike.

Prerequisite: 661, 662, or permission of instructor. Social conflicts and their resolutions. Role of the social worker in intergroup conflicts and relations. Analysis of intergroup relations. Development of attitudes and values in social conflict. Study of relationship between policy formation, social stratification, conflict groups, and confrontations. Issues of control and order.

**667. Current Issues in Child Welfare.** Two credits. Foster.

Prerequisite: 661, 662, or permission of instructor. Changing needs and trends in child welfare. Analysis of child welfare policies and institutional services. Development of a conceptual framework within which to understand issues, problems, and policies in child welfare. Historic continuities in child welfare problems and policies.

**668. Political Process and Social Welfare.** Two credits. Keenan.

Prerequisite: 661, 662, or permission of instructor. Role of the social worker in political and legislative activity in the creation of social welfare policies. Policy formation, strategies, and tactics in the political process. Methods of influencing political processes, the politician, and the legislator.

**Field Instruction**

**671. Field Instruction I.** 4 credits

**672. Field Instruction II.** 6 credits

**673. Field Instruction III.** 4 credits\*

**674. Field Instruction IV.** 6 credits

**675. Block Field Instruction**

(For first year work-study students.) 12 credits

Field instruction enables the student, through being an accountable representative of a social agency, to learn the knowledge, attitudes, and skills necessary for responsible professional practice. Educational focus is on the active use of what the student is learning in all content areas of the curriculum, the acquisition of knowledge and understanding growing from field experiences, and the examination of differences and agreements between what the student is learning in the classroom and what he experiences in the field.

Integration of class and field learnings is reinforced by faculty advisors' consultation with field instructors and students.

\*Four credits — 1971-72 only, five credits 1972-73.



For the first year, field instruction will be delayed for six weeks at the beginning of the semester while students are engaged in community study.

**676. Community Study.** Two credits. Staff.

Methods of community study, operations of local social welfare services, methods of service delivery, social, physical, and cultural factors in the neighborhood, the neighborhood as part of a total community system, as introduction to effective social work practice. Emphasis will be on the gathering and interpreting of data about a community and the implications of this knowledge for social work practice.

**682. Social Work Practice in Mental Health and Psychiatric Settings.** Two credits. Staff.

Role of social worker as a member of interdisciplinary team, analysis of direct practice to patients and their families, theories and examples of community organization, educative counseling and consultation.

**683 Social Work Practice in Corrections.** Two credits. Itzkovitz.

Issues involved in the practice of social work in correctional settings, social and cultural factors relative to crime and delinquency. Purposes, functions, and structures of correctional services, the agencies of the correctional system, and the relationship of the parts of the system to each other, including the relation of social work to other disciplines in corrections. Public policies in corrections, new and innovative correctional programs.

**691, 692, 693, 694. Independent Study.** Two credits. Staff.

The student will be required to submit a proposal for investigating some area or problem in social work not ordinarily included in the regular social work curriculum. The results of the student's study will be presented in a report. Open to students with faculty approval.

**695. Authenticity Training.** Two credits. Dell, Tropp.

Laboratory experience designed to enable social work students to learn from participation in a guided group experience how such an experience will contribute to the enhancement of the social functioning of those they serve. Through a combination of the experience component, regular on-the-spot oral analysis, written analysis, and assigned readings, students will have opportunity to learn how individuals in groups can be helped to see themselves as others see them, can be freed to engage authentically with others, and can discover the gains from mutual caring in groups.

**696. The Generic Base and Use of Social Work Methods.** Two credits. Staff.

Knowledge about casework, group work, community organization, administration, and research methods in social work practice.

Similarities and differences in the use of all methods of social work. Analysis of written materials, assigned readings, and investigation of differential use of social work methods.

**703. Research Practicum.** Five credits. Carpenter, Dahlke, Foster, Pearman, Schubert, Tropp, Young.

Prerequisite: 641 or permission of instructor. Research in problems relevant to social work, with production of a practicum report in partial fulfillment of the requirements for the degree of Master of Social Work.

**AFFILIATED FIELD AGENCIES: 1970-71**

- Augusta-Staunton Health Department, Staunton, Virginia
  - Dr. Malcolm Tenney, Jr., Director
  - Mrs. Margaret Keller, Medical Social Work Consultant
- Beaumont School for Boys, Beaumont, Virginia
  - Mr. Gary Henman, Superintendent
- Beth Sholom Home of Virginia, Richmond, Virginia
  - Mr. Ira Robbins, Executive Director
- Big Brothers of Richmond, Inc., Richmond, Virginia
  - Mr. Leonard Metz, Executive Director
- Bureau of Alcohol Studies and Rehabilitation, Richmond, Virginia
  - Dr. Ebbe Hoff, Chairman
  - Mr. Kenneth Lee, Director
- Catholic Family & Children's Service, Norfolk, Virginia
  - Rev. Thomas J. Cassidy, Executive Director
- Center House, Richmond, Virginia
  - Father Virgil Funk, Director
- Central State Hospital, Petersburg, Virginia
  - Dr. Milton Kibbe, Superintendent
  - Mr. Clarence Wall, Director of Social Service
- Child & Family Service, Inc., Norfolk, Virginia
  - Mr. Earl D. Morris, Executive Director
  - Mrs. Marjorie Bottimore, Director of Professional Services
- Child Development Study, Richmond, Virginia
  - Dr. William Laupus, Acting Director
  - Miss Betty Reames, Assistant Project Director

Children's Home Society of Virginia, Richmond, Virginia  
Mr. Philip D. Holzman, Executive Director

Community Services Administration, Washington, D. C.  
Social and Rehabilitation Service  
Department of Health, Education, and Welfare  
Mr. Stephen P. Simmonds, Commissioner

Comprehensive Care for Children and Youth, Charlottesville, Virginia  
(Under the Auspices of the University of Virginia Hospital)  
Dr. William Thurman, Chairman  
Miss Corinne Carr, Chief Social Worker

Consultation & Evaluation Clinic, Richmond, Virginia  
Dr. Ralph Ownby, Jr., Director  
Mrs. Mattie Jones, Social Work Consultant

Eastern State Hospital, Williamsburg, Virginia  
Dr. Howard Ashbury, Superintendent  
Mr. Charles Nimmo, Jr., Director, Social Service Department

Fairfax-Falls Church Mental Health Center, Falls Church, Virginia  
Dr. Simon Auster, Director  
Mrs. Charlotte Kaufman, Chief Psychiatric Social Worker

Fairfax Department of Social Services, Fairfax, Virginia  
Miss Frances Duffey, Director  
Mrs. Georgia D. Pinnick, Chief Supervisor

Fairfax House, Annandale, Virginia  
Mr. Frank Roberts, Assistant Director

Family & Children's Service, Richmond, Virginia  
Mr. Larry Betts, Executive Director

Federal Reformatory, Petersburg, Virginia  
Mr. Marvin R. Hogan, Warden  
Mr. Bruce Grant, Associate Warden  
Mr. Robert F. Thompson, Chief of Classification and Parole

Fredericksburg Area Mental Hygiene Clinic, Fredericksburg, Virginia  
Dr. Donald L. Reed, Director

Friend's Association for Children, Richmond, Virginia  
Mr. John Purnell, Executive Director

Hanover School for Boys, Hanover, Virginia  
Mr. Fred Jordan, Superintendent

Hampton Department of Social Services, Hampton, Virginia  
Mr. George R. Sophy, Superintendent

Human Relations Commission, Richmond, Virginia  
Mr. Theodore Thornton, Director

Janie Porter Barrett School for Girls, Hanover, Virginia  
Mr. Thomas Foster, Superintendent

Jewish Community Center of Richmond, Richmond, Virginia  
Mr. Stanley J. Reitzes, Executive Director

Jewish Community Center of Greater Washington, Rockville,  
 Maryland  
 Mr. Robert Wiener, Executive Director  
 Jewish Family Services, Richmond, Virginia  
 Mrs. Anne P. Lane, Executive Director  
 Lor-Berg Family Guidance Clinic, Richmond, Virginia  
 Dr. William Lordi, Executive Director  
 Miss Beverly Cooke, Chief Social Worker  
 Lynchburg Training School & Hospital, Lynchburg, Virginia  
 Dr. Benedict Nagler, Superintendent  
 Mrs. Helen Fulcher, Chief Psychiatric Social Worker  
 Memorial Guidance Clinic, Richmond, Virginia  
 Dr. Joan Meiller, Executive Director  
 Miss Esther Lieske, Director of Social Services  
 Mental Health Center of Norfolk & Chesapeake, Norfolk, Virginia  
 Dr. Deitrich Heyder, Director  
 Mr. Galen Hill, Chief Psychiatric Social Worker  
 Mobile Psychiatric Clinic, Bon Air, Virginia  
 Mrs. Carolyn Stevens, Assistant Director  
 Model Neighborhoods, Richmond, Virginia  
 Mr. Charles Howell, Director  
 National Association of Social Workers  
 Washington, D. C.  
 Mr. Glenn Allison, Director of Washington Office  
 National Children's Rehabilitation Center, Leesburg, Virginia  
 Mr. Bernard Haberlein, Executive Director  
 Norfolk Jewish Community Center, Norfolk, Virginia  
 Mr. George Korobkin, Executive Director  
 Norfolk Social Service Bureau, Norfolk, Virginia  
 Mr. Paul Canady, Director of Public Welfare  
 Mrs. Alvaretta Register, Social Service Bureau Superintendent  
 Northern Virginia Mental Health Institute, Falls Church, Virginia  
 Dr. Bamen H. Dim, Superintendent  
 Mrs. Mary Beth Vreeland, Chief Social Worker  
 Northern Virginia Family Service, Falls Church, Virginia  
 Mr. Sidney Berman, Director  
 Peninsula Family Service and Traveler's Aid, Newport News, Virginia  
 Mr. Edward Cotten, Director  
 Peninsula Mental Health Center, Newport News, Virginia  
 Dr. T. J. Lassen, Director  
 Powhatan Child Study Center, Powhatan, Virginia  
 Dr. Howard Sparks, Project Administrator  
 Mr. Cecil Mercer, Assistant Administrator

Prince William County Community Mental Health Clinic, Manassas, Virginia  
 Dr. T. A. Tsitos, Director  
 Reception and Diagnostic Center, Bon Air, Virginia  
 Mr. Clyde A. Laushey, Jr., Director  
 Richmond Area Community Council, Richmond, Virginia  
 Mr. Charles Fleming, Director  
 Richmond Community Action Program, Richmond, Virginia  
 Mr. John Chiles, Executive Director  
 Richmond Department of Public Health, Richmond, Virginia  
 Dr. Freeman Hays, Director  
 Mrs. Eve Lodge, Superintendent, Medical Social Work  
 Richmond Public Schools, Department of Social Services, Richmond, Virginia  
 Dr. James Tyler, Executive Director  
 Mr. Toy Watson, Supervisor  
 Richmond Redevelopment and Housing Authority, Richmond, Virginia  
 Mr. Frederick A. Fay, Executive Director  
 Richmond Social Service Bureau, Department of Public Welfare, Richmond, Virginia  
 Mr. Herbert G. Ross, Director  
 Miss Ann Emmons, Supervisor, Family and Children's Services  
 Richmond Urban League, Richmond, Virginia  
 Mr. Randolph Kendall, Executive Director  
 Rockingham County Mental Health Center, Wentworth, North Carolina  
 Mr. William G. Weatherspoon, Administrator  
 Dr. Ali Jarrahi, Medical Director  
 South County Mental Health Center, Springfield, Virginia  
 Dr. David P. Gormley, Director  
 Mrs. Shirley Costello, Chief Social Worker  
 Southeastern Tidewater Opportunity Project, Norfolk, Virginia  
 Mr. George C. Crawley, Executive Director  
 Southside Area Mental Hygiene Clinic, Petersburg, Virginia  
 Dr. Kurt Mobitzer, Psychiatrist-Director  
 St. Elizabeth's Hospital, Washington, D. C.  
 Miss Blanche Parcell, Director of Social Services  
 Mr. John Trueba, Training Administrator  
 Tidewater Mental Health Clinic, Williamsburg, Virginia  
 Dr. Ann Stewart, Director  
 Mr. Clayton Hudson, Chief Social Worker  
 TRUST, Inc., Richmond, Virginia  
 Dr. Richard Perkins, Executive Director

United Givers Fund, Richmond, Virginia  
 Mr. Leo Newpol, Director

Veterans Administration Center-Hampton, Hampton, Virginia  
 Mr. A. W. Stratton, Director

Veterans Administration Hospital-McGuire, Richmond, Virginia  
 Dr. Frank Merker, Executive Director  
 Mr. John B. King, Chief, Social Work Service

Veterans Administration Hospital-Salem, Salem, Virginia  
 Dr. Thomas B. Stage, Hospital Director  
 Mr. Albert Maness, Chief, Social Work Service  
 Mr. Frank West, Casework Supervisor

Veterans Administration Regional Office, Richmond, Virginia  
 Mr. George Friend, Supervisor

Virginia Beach Department of Social Work Service, Virginia Beach,  
 Virginia  
 Mrs. Frances S. Elrod, Director-Superintendent

Virginia Commonwealth University, Academic Division, Counseling  
 Center, Richmond, Virginia  
 Dr. Osborne Parker, Director

Virginia Commonwealth University, Department of Psychiatry,  
 Richmond, Virginia  
 Mr. Morton Schumann, Director of Psychiatric Social Work

Virginia Commonwealth University, Department of Social Work,  
 Richmond, Virginia  
 Mrs. Muriel Felder, Director

Virginia Department of Welfare & Institutions, Richmond, Virginia  
 Mr. Otis Brown, Director  
 Mr. Herbert A. Krueger, Director of General Welfare  
 Miss Pauline Wert, Chief, Bureau of Staff Development

Virginia Department of Welfare & Institutions, Division of Youth,  
 Richmond, Virginia  
 Mr. Otis Brown, Director  
 Mr. Carroll R. Minor, Director, Division of Youth Services  
 Mr. William E. Weddington, Chief, Bureau of Juvenile Probation &  
 Detention

Virginia Division of State Planning and Community Affairs,  
 Richmond, Virginia  
 Mrs. Ann Harvey, Chief, Human Resources Planning Section

Virginia Treatment Center for Children, Richmond, Virginia  
 Mr. Harold Batchelder, Director of Psychiatric Social Work



## INSTITUTE AND WORKSHOP PROGRAM

Dr. George T. Kalif, Director of Institutes and Workshops—Continuing Education

Mrs. Lucie Jenkins Johnson, Assistant Director of Institutions and Workshops—Continuing Education

The school offers a variety of lectures, institutes, and workshops as part of its commitment to contribute to the enhancement of social work practice and to the broadening of educational opportunities for students, social workers, and field instructors. In addition to available University funds, grants to the school from the National Institute of Mental Health, the Office of Education (Title I of the Higher Education Act of 1965), the Gerontology Planning Section of the Virginia Division of State Planning and Community Affairs, and the Council on Criminal Justice of the Virginia Division of Justice and Crime Prevention provided financing for the program for 1970-71.

Institutes and workshops scheduled for 1970-71 session are:

1. "The Use of Relationships in Work with Offenders," August 5-7, 1970, Richmond. Leader: Mr. Louis Tomaino.
2. "The Use of Relationships in Work with Offenders," August 10-12, 1970, Roanoke.
3. A series of two five-day institutes on "Custody or Change: A Dilemma for Youth Care Workers in Institutions," August 10-14, August 17-21, 1970, Richmond. Leader: Mrs. Frieda Engel.
4. A series of three-day institutes on "The Use and Abuse of Drugs: How Understanding, Love and Communication Can Help the Abusers," October 12-14, October 19-21, October 21-23, 1970, Goochland. Leader: Mrs. Lucie Johnson.
5. A series of four three-day institutes held in Richmond.
  - (a) Institute I: "Backgrounds of Human Motivation," October 19-21, November 11-13, 1970. Leader: Mrs. Anne Fischer.

- (b) Institute II: "Approaches to Helping People with Special Problems," November 4-7, December 2-4, 1970. Leader: Mrs. Anne Fischer.
6. "Social Work and the Political Process," November 9, 1970. Speaker: Mr. Howard Lee.
  7. "Black Families: Understanding Them and Working with Their Strengths," January 13-15, 1971, Richmond. Leader: Mrs. Doris McKelvy.
  8. A series of three two-day institutes to be held in Roanoke. "Human Relations: Interviewing and Helping People with Personal and Social Problems," January 28-29, February 11-12, March 18-19, 1971. Leader: Mrs. Anne Fischer.
  9. A series of three three-day sessions of an institute to be held in Richmond on "Interpretation to the Public of the Correctional Program in Virginia," February 17-19, 1971. "The Role of the Correctional Program in Reducing Crime." Speakers: Mr. Paul Keve, Mr. William A. Lofquist, Mr. Oliver J. Kellery, Jr., each to speak on a different topic. March 10-12, 1971. "The Relationship Between Corrections and the Public in Reducing Crime." Speakers: Mr. Robert Webber, Mr. Charles Shireman, Mr. Richard Oswald, each to speak on a different topic. April 14-16, 1971. "Methods of Developing Needed Community Resources." Speakers: Mr. Ellis C. MacDougall, Dr. Jack Otis, Mr. Walter Luster, each to speak on a different topic.
  10. "Family Therapy," March 17-19, 1971, Blacksburg. Leader: Dr. Edith Schulhofer.
  11. "Personnel Administration," March 25-26, 1971, Norfolk. Leader: Dr. John S. Morgan.
  12. "Alcohol Addiction: Approaches to Helping Alcoholic Clients and Their Families." March 31, April 1-2, 1971, Roanoke. Leader: Miss Betty Jo McLeod.
  13. "Alcohol Addiction: Approaches to Helping Alcoholic Clients and Their Families." April 21-23, 1971, Fairfax. Leader: Miss Betty Jo McLeod.
  14. "Hostility: Understanding and Helping Hostile Clients and Their Families." April 28-29, 1971, Richmond. Leader: Mrs. Barbara Brandon Palmer.
  15. "Adoptions," May 5, 1971, Richmond. Session I. Follow-up for registrants at Institute in April, 1970. Session II, "The Supervisory Process in Adoptions," May 6-7, 1971. Leader: Mr. Kenneth Watson.
  16. "Teamwork Among Agencies in Securing Employment for Public Assistance Recipients" May 5-7, 1971, Wise County. Leader: Miss Charlotte Bailey.
  17. "Conjoint Family Therapy," May 13-14, 1971, Airlie House, Warrenton. Leader: to be announced.
  18. Board Members Institute, May 21, 1971, Portsmouth. Topic and Leader to be announced.
  19. "Alcohol Addiction: Approaches to Helping Alcoholics and Their Families," June 2-4, 1971, Norfolk. Leader: Miss Laura E. Root.

**SUMMER PROGRAM: 1971**

**Series I: June 7-18, 1971**

**20. Group Methods for Caseworkers**

For caseworkers in public and private social welfare agencies.  
Mr. Emanuel Tropp, Professor, School of Social Work, Virginia Commonwealth University.

**21. Community Organization, Community Development, and Social Action.**

Primarily for executives, supervisors, community organization workers, social planners.  
Dr. Bernard Scotch, Associate Professor, School of Social Work, Virginia Commonwealth University.

**22. Understanding and Helping Deprived People.**

Open to public and private social welfare agency personnel.  
Mrs. Margaret Foley, Assistant Professor, School of Social Work, Virginia Commonwealth University.

**43. Youth, The Counter Culture, and The Social Worker.**

Open to social welfare personnel in public and private social agencies.  
Dr. Lionel Lane, Professor, School of Social Work, Virginia Commonwealth University.

**41. Law and Social Work.**

Open to public and private social welfare agency personnel.  
Dr. Sanford Katz, Professor, Boston College Law School, Brighton, Massachusetts.

**44. Foster Family Studies: Issues, Opportunities.**

Open primarily to social workers in foster care.  
Mrs. Doris McKelvy, Assistant Executive, Louise Wise Services, New York City, New York.

**Series II: July 5-16, 1971**

**31. Social Casework Practice.**

Open to caseworkers.  
Dr. Lionel Lane, Professor of Social Work, School of Social Work, Virginia Commonwealth University.

**34. Current Concepts in Adoption Practice.**

Open primarily to adoption workers in public and private social welfare agencies.  
Mrs. Edythe Allen, formerly Director of Professional Services of the Children's Home Society of Virginia and Executive Director of the Friends Association for Children.

**61. Supervision.**

Open to case supervisors.  
Mrs. Dojelo Russell, Assistant Professor of Social Work, School of Social Work, Virginia Commonwealth University.

**62. Helping Offenders Through the Process of Counseling.**

Open primarily to adult and juvenile probation and parole officers.  
Mr. David Birnbach, Research Associate, the Institute for Child Mental Health, New York City; formerly Director, Stuyvesant Residence Club, New York City.

**20. Group Methods for Caseworkers.**

As for June 7-18, 1971.  
Mr. Emanuel Tropp.

### **COOPERATIVE PROGRAM WITH PRESBYTERIAN SCHOOL OF CHRISTIAN EDUCATION**

In this program, limited to three students, the first year of study is to be completed at P.S.C.E. and the second year of study at the graduate school of social work to meet the requirements for the degree of Master of Arts in Christian Education. A summer field education program arranged by P.S.C.E. for this degree must be completed. The decision as to whether the student will attend P.S.C.E. summer school or be assigned a field education program will be determined on an individual basis. The student may continue to live in the P.S.C.E. dormitory for the year he is attending the school of social work.

The student may spend an additional year at the School of Social Work and meet the requirements necessary for the Master of Social Work degree.

Application for admission must be made to each institution separately. Those interested should write both to the Director of Admissions, School of Social Work, Virginia Commonwealth University, Academic Center, Richmond, Virginia 23220 and to the Dean, Presbyterian School of Christian Education, 1305 Palmyra Avenue, Richmond, Virginia 23227.

### **MAJOR EDUCATIONAL SCHOOLS WITHIN VIRGINIA COMMONWEALTH UNIVERSITY**

The School of the Arts  
School of Arts and Sciences  
School of Business  
School of Community Services\*  
School of Education  
School of Engineering  
School of Engineering Technology  
School of Social Work

**ACADEMIC  
DIVISION**

School of Medicine  
School of Dentistry  
School of Pharmacy  
School of Nursing  
School of Graduate Studies  
School of Allied Health Professions

\*There is an undergraduate program in social welfare within the school of community services.

A general bulletin, containing information of interest to prospective undergraduate students for the Academic Division, is available upon request from: Director of Admissions, Virginia Commonwealth University, Academic Center, Richmond, Virginia 23220.

Graduate bulletins (Academic Division) are available upon request from the various schools at Virginia Commonwealth University, Academic Center, Richmond, Virginia 23220.

The rehabilitation counseling bulletin (Academic Division) is available upon request from: Chairman, Department of Rehabilitation Counseling, School of Community Services, Virginia Commonwealth University, Academic Center, Richmond, Virginia 23220.

A general bulletin, as well as separate bulletins of the individual schools, are available from the Health Sciences Division. Requests should be made to: Dean of Admissions and Records, Medical College of Virginia, Virginia Commonwealth University, Health Sciences Center, Box 163, Richmond, Virginia 23219.











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